

Curriculum Long Term Overview Map
 Summer Term
 Key Stage Two
 Overall Theme: Ancient Greece

SUBJECT	SUMMARY THEME	
English	Author Study/Link: Adventure stories continued - Iron man – classic adventure Non fiction – diary, linked to the Iron Man Greek Myths Poetry	<p>Reading</p> <p>In this term, pupils will revise, consolidate and develop skills learned in previous years. In addition they will be encouraged to develop a positive attitude to reading, especially for pleasure and be encouraged to extend their knowledge and understanding of new vocabulary.</p> <p>Children will develop their understanding of what they have read by listening to and discussing a range of fiction in different forms. E.g. Myths, adventure stories and poetry. They will read, discuss and analyse books and texts for a range of purposes and respond in a variety of ways.</p> <p>Children will be preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. They will discuss words and phrases that capture the reader’s interest and imagination</p> <p>Children will be encouraged to take note of punctuation when reading out aloud and use intonation and expression when reading aloud to a range of audiences.</p> <hr/> <p>Vocabulary, Grammar and Punctuation Lower Key Stage Two</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Using and punctuating direct speech</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>

Vocabulary, Grammar and Punctuation Upper Key Stage Two

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Using passive verbs to affect the presentation of information in a sentence

Using the perfect form of verbs to mark relationships of time and cause

Using expanded noun phrases to convey complicated information concisely

Using modal verbs or adverbs to indicate degrees of possibility

Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

Using commas to clarify meaning or avoid ambiguity in writing

Using hyphens to avoid ambiguity

Using brackets, dashes or commas to indicate parenthesis

Using semi-colons, colons or dashes to mark boundaries between independent clauses

Using a colon to introduce a list

Punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Composition

In writing, as in reading children will revise, consolidate and develop skills learned in previous years. In addition they will use their reading and analysing narrative, playscripts and poetry in order to plan and write their own versions. Children will be identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. They will begin to understand the language and structure of different genres and to organise their own work into paragraphs or under sub headings accordingly. They will use a range of punctuation including inverted commas to punctuate direct speech (speech marks). Children will be using appropriate intonation, tone and volume to present their writing to a group or class.

Children will continue to proof read and check their work for errors in grammar and punctuation in order to improve their work further.

Spelling Year 3

Suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')

Suffix '-ly' with root words ending in 'le' and 'ic'

Apostrophes for contractions

Strategies for learning words

Rare GPCs (/l/ sound)

Vowel digraphs

The /ʌ/ sound spelt 'ou'

Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)
Proofreading

Spelling Year 4

Words with the /s/ sound spelt 'sc' (Latin origin)
Strategies for learning words
Endings that sound like /ʃən/ spelt 'sion'
Apostrophes for possession including singular and plural
Homophones
Suffix '-ous'
Proofreading
Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'
Suffix '-ly' added to words ending in 'y', 'ie' and 'ic'

Spelling Year 5

Strategies for learning words
Using etymological/morphological strategies for spelling
Proofreading
Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whoses)
Using dictionary to check words referring to first three or four letters
Problem suffixes
Homophones

Spelling Year 6

Strategies for learning words
Words ending in 'ant', '-ance' and '-ancy'
Proofreading own writing independently
Root words and meanin
Words ending '-ent', '-ence' and '-ency'
Homophones (draught/draft, dissent/descent, precede/proceed, wary/weary)
Commonly misspelt homophones

Handwriting Lower Key Stage Two

Use the diagonal and horizontal strokes that are needed to join letters
Begin to understand which letters, when adjacent to one another, are best left unjoined
Ensure downstrokes of letters are parallel and equidistant
That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Handwriting Year 4

Use the diagonal and horizontal strokes that are needed o join letters and
Understand which letters, when adjacent to one another, are best left unjoined
Ensure that the downstrokes of letters are parallel and equidistant

		That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
		<p>Handwriting Year 5 Increasingly legibly, fluently and with increasing speed through improving choices of which shape of letter to use when given choices and deciding whether or not to join specific letters Write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>
		<p>Handwriting Year 6 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>
Mathematics	Summer 1	<p>Place Value Addition and Subtraction including perimeter and money Multiplication and Division including area, area of compound shapes, multiples and factors Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions Time, Measure, Scales Data Handling including Pie Charts Angles/Shape</p>
	Summer 2	<p>Place Value Addition and Subtraction including perimeter and money Multiplication and Division including area, area of compound shapes, multiples and factors Fractions, Decimals and Percentages including addition, subtraction, division and multiplication of fractions Time, Measure, Scales Data Handling including Pie Charts Angles/Shape</p>
Science	Summer 1: Animals Inc Humans – Skeletons and muscles	<p>To understand all living things move and need nutrition. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Describe the structure and functions of the human skeleton and explain the interaction between skeleton and muscles. Describe the function and actions of major muscle groups.</p>
	Summer 2: Light	<p>To recognise that they need light in order to see things and that dark is the absence of light To notice that light is reflected from surfaces To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by a solid object. To find patterns in the way that the size of shadows change.</p>

History	Ancient Greece	<p>Children will complete a study of Greek life and achievements and their influence on the western world. To describe events from the past using dates when things happened?</p> <p>Children will describe events and periods using the words: ancient and century.</p> <p>Will use a timeline within a specific time in history to set out the order things may have happened. Children will realise that invaders in the past would have fought fiercely, using hand to hand combat. Children will use a variety of sources to ask and answer questions about that period in history. Children will identify similarities and differences between given periods in history.</p>
Geography	Location of Greece	<p>To be able to describe the locality and the things that happen there, using the correct geographical language.</p> <p>To be able to use maps and atlases appropriately by using contents and indexes. To identify key features of a locality by using a map.</p> <p>To use 4 figure grid references.</p> <p>To name and locate the capital cities of neighbouring European countries. To be able to plot NSEW on a map.</p> <p>To be able to use some basic OS map symbols.</p> <p>To make accurate measurements of distances within 100Km.</p> <p>To be able to confidently describe physical features of a locality. To be able to recognise the 8 points of the compass.</p> <p>To be able to describe how volcanoes and earthquakes are created.</p> <p>To be able to describe how volcanoes have an impact on people's lives.</p> <p>To be able to name and locate some of the world's most famous volcanoes.</p>
Art	Greek Mosaic Art	<p>Understand the historical background of mosaics in Ancient Greek culture:</p> <ul style="list-style-type: none"> -Use secondary sources to investigate the functions, themes, tools, materials and processes in creating mosaics - Consider materials and tools that could be used to design and make own mosaics based on Greek designs - E.g. H grade pencils to draw the intricate designs - Choose appropriate colours of material to create the Greek style, e.g.construction paper or card for backgrounds and to cut out the tiles, or possibly use Funky Foam to add texture
Design Technology	Greek flatbread	<p>To analyse the taste, texture, smell and appearance of a range of foods. (predominantly savoury) To follow Instructions.</p> <p>To Make healthy eating choices.</p> <p>To Join and combine a range of ingredients.</p> <p>To find out which fruit and vegetables are grown in countries/continents studied in Geography.</p>
PE	Summer 1: Striking and fielding games	<p>Children will consolidate and develop a range of skills in striking/fielding games with consistency.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>To keep, adapt and make rules for striking and fielding games.</p>

	Summer 2: Outdoor adventurous activities and Athletics	<p>Children will learn how to orientate themselves using simple map references. They will plan a route to include all eight controls and follow simple routes using compass bearings. Children will design representative symbols and accurately match symbols with features. To improve and evaluate their work, pupils will make judgements on the clarity of symbols. Children will need to work co-operatively to complete challenges and allocate responsibilities within the group.</p> <p>Children will be linking time to distance travelled and showing a range of travelling actions. They will be developing style and pace in running and taking part in team relays. Children will develop different styles and projectiles when throwing. They will learn about five types of jumps and link them together. Children will be setting their own individual targets to beat.</p>
RE	Summer 1: Called By God	The aim of this unit is to: give children an opportunity to consider what it means to be called by God and the responses people have made to that call.
	Summer 2: Rules for Living	<p>Give pupils opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it.</p> <p>To examine rules for living from Judaism and Islam and reflect on similarities and differences and how these affect people in our school and local community.</p>
Music	Blackburn with Darwen Music Service -	Ukuleles
PSHE	Similarities and differences	To enable pupils to recognise that there are similarities and differences between humans. To raise pupils awareness of disability.
Computing	<p>Computer networks To identify the range of web activities that are available on the World Wide Web.</p> <p>To understand the significance of order of results returned after a search.</p> <p>To understand the value of 'multiple word searches' on a standard search engine.</p> <p>To opening multiple web pages without leaving the search.</p>	<p>Children will try to understand how to use and retrieve information from a spreadsheet and represent their findings as appropriate.</p> <p>They will be sort data from a pre-made database using given criteria. For example Clown Images – How many clowns have sequins on their hats?</p> <p>Children learn to consider their own questions/criteria needed for sorting information.</p> <p>Using these questions and understanding of criteria they will start to add additional information to an existing database.</p>
MFL	French	<p><u>Year 3 and 4</u></p> <ul style="list-style-type: none"> To be able to extend the answers given to a simple question about feelings in French

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| | | <ul style="list-style-type: none">• To be able to read and recognise some familiar letter strings and phonemes in familiar words and pronounce correctly when modelled.• To become aware of the silent letters in French• To be able to use a bilingual dictionary to find the meaning of a word or its translation• To continue to develop awareness of the position of the majority of adjectives in French |
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Language to be taught:

- Recap on how to say how you are feeling in French and extend to talking about everyday illnesses
- Recap on the names of domestic animals and learn the names of jungle animals
- Using colours and body parts, write simple descriptions of animals, reinforcing the order of adjectives in French and what happens in the singular and plural
- Ask and answer questions about the weather